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ABSTRACT

The purpose of this packet of six lessons is to make it easier for teachers to include substantial instruction about the Northwest Ordinance in their secondary school courses. Each lesson includes a lesson plan for teachers and a lesson for students to study. The lessons are concise and can be completed in one or two class meetings. Each lesson can be used singly but they are most effective as a set. Each one includes a clear statement of purpose and fits the current or general objectives of secondary school courses in United States history. The lessons include: "The Northwest Territory, 1780-1787"; "What Is the Northwest Ordinance?"; "What Does the Northwest Ordinance Say about Governance?"; "What Does the Northwest Ordinance Say about Civil Liberties and Rights?"; "The Northwest Ordinance and Indiana's Advancement to Statehood"; and "Timetable of Main Events." (TRS)

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# LESSONS ON THE NORTHWEST ORDINANCE

By

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These lessons were developed in 1986 as part of a program of the Social Studies Development Center at Indiana University: THE BICENTENNIALS OF '87 AND CITIZENSHIP EDUCATION IN INDIANA.

This program has been made possible through a matching grant from the Indiana Committee for the Humanities in cooperation with the National Endowment for the Humanities.

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## ACKNOWLEDGMENTS

The author of these LESSONS ON THE NORTHWEST ORDINANCE is John J. Patrick, Director of the Social Studies Development Center and ProfeSchool of Bloomington, Indiana, and Patricia Wilson, Social Studies Teacher at Bloomington High School North, Bloomington, Indiana.

These LESSONS ON THE NORTHWEST ORDINANCE were developed as part of a program of the Social Studies Development Center at Indiana University: "The Bicentennials of '87 and Citizenship Education in Indiana."

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Anyone desiring more information about this packet of LESSONS ON THE NORTHWEST ORDINANCE should contact John J. Patrick, Director of the Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, Indiana 47405.

LESSONS ON THE NORTHWEST ORDINANCE

THIS PACKET INCLUDES THE FOLLOWING MATERIALS:

A. An Introduction to LESSONS ON THE NORTHWEST ORDINANCE.

B. Six Lessons for Use in Secondary School Courses
By John J. Patrick, Director of the Social Studies Development Center and Professor of Education at Indiana University.

Lesson 1: The Northwest Territory, 1780-1787.
Lesson 2: What Is The Northwest Ordinance?
Lesson 3: What Does The Northwest Ordinance Say About Governance?
Lesson 4: What Does The Northwest Ordinance Say About Civil Liberties And Rights?
Lesson 5: The Northwest Ordinance And Indiana's Advancement To Statehood.
Lesson 6: Timetable Of Main Events.

The materials in this packet were developed as part of a program of the Social Studies Development Center at Indiana University: THE BICENTENNIALS OF '87 AND CITIZENSHIP EDUCATION IN INDIANA.

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## AN INTRODUCTION TO LESSONS ON THE NORTHWEST ORDINANCE

The Northwest Ordinance of 1787 is a basic document in the American heritage. Historians and civic leaders have claimed it is outranked in importance, among the state papers of the United States, only by the Declaration of Independence and the Constitution. In promising gradual and orderly development of representative government, and guaranteeing eventual statehood on an equal basis with other states of the Federal Union, the framers of the Ordinance tied the western territories to the nation with firm legal bonds. Furthermore, the Northwest Ordinance embodied the idea, even before the Bill of Rights, that there are certain fundamental civil liberties and rights to which all Americans are entitled, such as freedom of religion and due process in legal proceedings. The Northwest Ordinance, unlike the Constitution of 1787, prohibited slavery in the territories to which it applied.

The Northwest Ordinance is a document of enduring significance, because it includes core civic values and principles of the American heritage. Thus, it is among the most important legacies Americans have and is worthy of special recognition in the education of citizens. It ought to be emphasized in social studies courses, such as those in American history, civics, and government.

The purpose of this packet of lessons is to make it easier for teachers to include substantial instruction about the Northwest Ordinance in their secondary school courses. Each of the six lessons in this packet includes a lesson plan for teachers and a lesson for students to study. IT IS EXPECTED THAT TEACHERS WILL MAKE COPIES OF THE LESSONS AND DISTRIBUTE THEM TO STUDENTS IN THEIR CLASSES.

The following statements describe distinctive characteristics of the lessons.

1. Lessons are concise and can be completed in one or two class meetings. However, teachers may choose to spend more time on a particular lesson by requiring students to examine documents in detail and to write elaborate responses to essay questions.

2. Each lesson can be used singly, without reference to other lessons in the packet. However, the lessons do fit together and can be used most effectively as a set of six lessons.

3. Each lesson includes a clear statement of purposes, well organized subject matter that pertains directly to the purposes, and provision for student application of the subject matter to answer questions or complete activities that fit the purposes of the lesson.

4. Each lesson fits the curriculum or general objectives of secondary school courses in American history. The lessons also are likely to conform to curriculum guides and objectives of courses in civics and government.

LESSONS ON THE NORTHWEST ORDINANCE

TEACHING PLAN FOR LESSON 1: THE NORTHWEST TERRITORY, 1780-1787

Preview of Main Points

This lesson describes the Northwest Territory, its origins as part of the United States, its location, its boundaries, and policies associated with its organization and control by the government of the United States. The lesson sets a context for examination of main ideas in the Northwest Ordinance of 1787, which are examined in Lessons 2, 3, and 4.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school. Teachers of high school courses, however, might want to have their students read complete copies of two documents treated briefly in the body of this lesson. These documents are: (1) The Virginia Act of Cession and (2) The Land Ordinance of 1785. These documents can be found on pages 5-16 of INDIANA'S ROAD TO STATEHOOD, which is published by the Indiana Historical Bureau, Indianapolis, Indiana.

Objectives

Students are expected to:

(1) Identify and summarize main ideas in three documents: Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785.

(2) Know the location and boundaries of the Northwest Territory within the United States of 1783.

(3) Use evidence in documents and a map to support or reject statements about the western territories of the United States in the 1780's.

(4) Understand the enduring significance and value of public land policies embodied in the Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785.

(5) Understand events that establish a context for subsequent examination of ideas in the Northwest Ordinance of 1787.

Suggestions for Teaching the Lesson

Opening the Lesson

Have students look at the map of the United States that is included as page 2 of this lesson. Ask them to identify the original thirteen states, the western territories of the United States, and the boundaries of the United States. Ask them to identify and reflect upon differences in the territory and boundaries of the

United States in the 1780's and today. Ask them, on the basis of evidence in the map, to speculate about particular problems faced by the government of the United States in dealing with the western territories. Ask how they think the government should have responded to these problems. Then indicate that the rest of this lesson is about government policies in dealing with its western territories.

## Developing the Lesson

Have students read the main body of the lesson, pages 1-3. Assign items 1-3 at the end of the lesson.

After students complete items 1-3, conduct a classroom disscussion about their responses. Press students to support their responses with specific references to parts of the pertinent documents. Make sure that they have examined evidence in the documents that is pertinent to the items in this discussion and make certain that they have interpreted this evidence correctly. You might want to ask various students in the class to evaluate or judge the responses of their peers to items 1-3.

## Concluding the Lesson

Have students respond to items 4 and 5 at the end of the lesson. When they have finished, select three or four students to read their answers to item 4 and to item 5. Call on other students to respond to them; these responses might be affirmative or critical or some combination of the two; or the responses might merely introduce additional and/or alternative ideas into the discussion.

High school teachers might want to conduct detailed and careful analyses of the complete versions of two documents in this lesson: the Virginia Act of Cession and the Land Ordinance of 1785.

LESSONS ON THE NORTHWEST ORDINANCE

## LESSON 1: THE NORTHWEST TERRITORY, 1780-1787

In 1780, the thirteen United States of America were fighting a war against Britain to win independence. Nonetheless, American leaders were looking ahead to the time after the war, when their independent nation would control territory west of the Appalachian Mountains. See the map on page 2.

### Resolution of Congress on Public Lands

On October 10, 1780, the Continental Congress passed a "Resolution of Congress on Public Lands."

"Resolved, that the unappropriated lands that may be ceded or relinquished [given up] to the United States, by any particular States...shall be disposed of for the common benefit of the United States and be settled and formed into distinct republican States [states with self-government by elected representatives of the people], which shall become members of the Federal Union, and shall have the same rights of sovereignty, freedom and independence, as the other States...."

Three years later, on September 3, 1783, the war with Britain officially ended with the signing of the Treaty of Paris. In this treaty, the British recognized the independence of the United States and claims of Americans to lands west of the Appalachian Mountains. Boundaries of the United States in 1783 are shown on the map (page 2). Even though the British had surrendered lands west of the Appalachian Mountains, several states had conflicting claims to these territories. The new government of the United States could not make plans for dealing with the western lands until various states gave up their claims to these lands.

The map on page 2 shows areas ceded [given up] by several of the orginal thirteen states to the United States. The largest area ceded by any state was the western territory given up by the state of Virginia. Most of the land ceded by Virginia was within the boundaries of the Northwest Territory, land north and west of the Ohio River.

### The Virginia Act of Cession and the Northwest Territory

The legislature of Virginia passed the Virginia Act of Cession on December 20, 1783. It was accepted by the Congress of the United States on March 1, 1784. The Virginia Act of Cession said:

"Be it enacted by the general assembly, That it shall and may be lawful...to...make over unto the United States, in Congress assembled...all right, title, and claim...which this commonwealth hath to the territory...being to the northwest of the river Ohio.... Upon condition that the territory so ceded shall be laid out and formed into States...and the states so formed shall be distinct republican States [governed by elected representatives of the people], and admitted members of the Federal Union, having the same rights...freedom, and independence as the other States...."

Shaded area of the map=the Northwest Territory

The Virginia Act of Cession influenced other states to yield claims to land within the Northwest Territory and elsewhere. Look at the map on the preceding page, which shows that Massachussets, New York, and Connecticut gave up claims to land in the Northwest Territory in 1785 and 1786.

The Land Ordinance of 1785

Congress was faced with task of organizing the western territories of the United States and preparing them for setlement. On May 20, 1785, Congress passed the Land Ordinance of 1785, which was a plan for dividing and selling land. The Ordinance had three main purposes: (1) to survey land systematically, (2) to sell it to settlers in an orderly and fair manner, and (3) to use money from the sale of lands to pay off debts from the recent War for Independence.

Townships were set up to measure six miles square. Each township was divided into thirty-six sections of one square mile and again into quarter sections. The sixteenth section was set aside to finance public schools of the township. Remaining land was to be sold at public auction for at least one dollar an acre. Following is a brief excerpt from the Land Ordinance of 1785:

"Be it ordained by the United States in Congress assembled That the territory ceded by individual States to the United States which has been purchased of the Indian inhabitants shall be disposed of in the following manner.... The Surveyor...shall proceed to divide the said territory into townships of six miles square, by lines running due north and south and others crossing these at right angles as near as may be, unless where the boundaries of the late Indian purchases may render the same impracticable...."

Government in the Northwest Territory

In 1787, on July 13, the Congress enacted a plan for government in the Northwest Territory, the area north and west of the Ohio River that lay within the boundaries of the United States. Main ideas of the Ordinance were established through deliberation of several members of the Congress; Nathan Dane, member of Congress from Massachusetts, was the primary author of the Northwest Ordinance.

The Northwest Ordinance provided for lawful and orderly settlement of western lands and a systematic means for advancing from the stage of a territory of the United States to a state within the Federal Union, on equal terms with the other states. Thus, it was decided that these territories would not be held indefinitely as colonies, in a subservient relationship to the original thirteen states. Main ideas of the Northwest Ordinance are presented and discussed in Lessons #2, 3, and 4 of this packet of lessons.

Reviewing and Thinking About Facts and Ideas

1. What are the main ideas of the folowing documents? Respond to this question by writing one paragraph about each of the three documents.

a. Resolution of Congress on Public Lands, 1780
b. Virginia Land Cession, 1783
c. Land Ordinance of 1785

2. Describe the area of the Northwest Territory within the United States of 1783. a. What are the boundaries of the territory? b. What states of the United States were made eventually out of this territory?

3. Examine the following statements Decide whether or not each statement can be backed up or supported with evidence. Use evidence from documents and the map in this lesson to decide whether each statement is correct or incorrect. Be prepared to defend your responses by referring to pertinent evidence.

a. The Congress of the United States hoped to hold western territories as colonies that would be used soley for the benefit and enrichment of the original thirteen states.

b. Only Massachusetts, among the original thirteen states, had made larger claims to western land than Virginia had made.

c. Virginia was the first of the original thirteen states to cede western land claims to the Congress of the United States.

d. The legislature of Virginia ceded western land claims to Congress on condition that new states made from these lands could have any type of government that the leaders wanted.

e. The main purpose of the Land Ordinance of 1785 was to enable the Congress of the United States to retain control of the Northwest Territory.

f. The Land Ordinance of 1785 indicated that Americans believed in the value of education for all people.

4. Examine main ideas of the Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785. Write one paragraph that describes what these three documents have in common. (That is, tell how the three documents are alike.)

5. Why should Americans today consider the three documents (mentioned in item #4 above) to be important or valuable parts of our heritage? (What is the enduring significance or worth of these documents?) Write a brief essay in response to item #5.

## TEACHING PLAN FOR LESSON 2: WHAT IS THE NORTHWEST ORDINANCE?

### Preview of Main Points

This lesson defines the Northwest Ordinance. Main ideas in the document are clarified and discussed. Ideas on governance and civil liberties and rights are highlighted.

### Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school. Teachers of eighth grade students, however, might want to assign only items 1-3 at the end of the lesson; items 4-6 are more complicated and challenging. High school history teachers might want to have their students read The Northwest Ordinance in addition to the material for students provided in this lesson; this document can be found on pages 17-23 of INDIANA'S ROAD TO STATEHOOD.

### Objectives

Students are expected to:

(1) Define key terms in The Northwest Ordinance.

(2) Describe main characteristics of the process by which a territory could move to statehood under The Northwest Ordinance.

(3) Identify civil liberties and rights guaranteed by The Northwest Ordinance.

(4) Compare and contrast civil liberties and rights in The Northwest Ordinance with those in The Constitution of 1787 and of The Constitution as amended in 1791.

(5) Make judgments about the importance or worth of main ideas in The Northwest Ordinance.

### Suggestions for Teaching the Lesson

#### Opening the Lesson

Ask students to read the introduction to this lesson, the first two paragraphs on the first page of the lesson. Then ask them if they have ever heard of The Northwest Ordinance. Poll students informally to find out what they know about this document and its significance in American history. Use this introduction to the lesson to establish the main purposes or objectives of the subsequent reading assignment.

## Developing the Lesson

Have students read the lesson, pages 1-4. Assign items 1-3 at the end of the lesson. High school teachers also might want to have students read the entire document after they read pages 1-4, which can serve as an introduction and overview of main ideas to the document. Teachers who choose this approach will find it convenient to make and distribute copies of The Northwest Ordinance, which can be found on pages 17-23 of INDIANA'S ROAD TO STATEHOOD (included in this packet of lessons).

Conduct a class discussion of responses to items 1-3 on page 4 of this lesson. Make use of the table on page 2 of the lesson to focus attention of students on main provisions of the governance procedures in The Northwest Ordinance.

## Concluding the Lesson

Teachers of eighth grade students might want to conclude the lesson with a discussion of the relative importance of different civil liberties and rights in The Northwest Ordinance.

High school teachers, and some eighth grade teachers, might conclude the lesson by assigning items 4-6 at the end of the lesson. Item 4 is the most complicated and challenging of these items and perhaps should be reserved for high school students only.

Teachers who assign item 6, the essay, might wish to select two or three students to read their essays to the class and to invite responses to the essays as a way of launching a class discussion about the importance of The Northwest Ordinance today and in the past.

LESSONS ON THE NORTHWEST ORDINANCE

LESSON 2: WHAT IS THE NORTHWEST ORDINANCE?

In 1787, the Congress of the United States, acting under the ARTICLES OF CONFEDERATION, passed the NORTHWEST ORDINANCE. This was the outstanding achievement of government under the "Articles" -- which seemed otherwise inept and impotent. Historians today judge the Northwest Ordinance as a basic document in the American heritage, one that ranks in importance only behind the Declaration of Independence and the Constitution of 1787.

Our greatest Presidents have praised the Northwest Ordinance. President Franklin D. Roosevelt called it "that third great charter...the highway over which poured the westward march of our civilization...the plan on which the United States was built." President Theodore Roosevelt said that the Northwest Ordinance would "ever rank among the foremost of American State papers, coming in that little group which includes the Declaration of Independence, the Constitution, Washington's Farewell Address, and Lincoln's Emancipation Proclamation and Second Inaugural." Both Presidents Washington and Lincoln also lauded the Northwest Ordinance as the foundation for settlement and exansion of the nation.

What is the Northwest Ordinance? Why is it so important in the American heritage? Why should Americans today know about it and value it?

The Northwest Ordinance: A Definition

An ordinance is a type of law passed by a legislature that is dependent upon a higher governing body for all of its authority. In the American system of government today, we refer to acts of local government as ordinances. This indicates that the local government (for example, a city or town government) is subordinate or inferior to the government of the state in which it is located. Ordinances of the local governments of Indiana, for example, must comply with the statutes (laws) of the Indiana state government and with the Constitution of the state of Indiana. These ordinances are issued under authority granted by the higher government, in this instance, the state government. In the 1780's, the acts of Congress were called ordinances (not statutes) to indicate that the Congress under the Articles of Confederation was subordinate to the thirteen state governments of the United States.

The Northwest Ordinance provided for the government of territory north and west of the Ohio River. It promised eventual statehood, on equal terms with other states; not less than three nor more than five states were to be carved out of the area. It established a process for moving through stages of territorial government to petition for statehood. The Northwest Ordinance also reaffirmed a system for dividing land that was set forth in the Land Ordinance of 1785. Finally, the Northwest Ordinance contained six "articles of compact, between the orginal States and the people and States" of the Northwest Territory. These articles guaranteed civil liberties and rights to the inhabitants of the territory. Following are brief discussions of these main aspects of the Northwest Ordinance: (1) government and statehood (2) civil liberties and rights.

Provisions for Territorial Government and Achievement of Statehood

The Northwest Ordinance included a plan by which a territory could advance gradually to statehood, on equal terms with all other states of the United States. This plan involved three stages.

STAGES OF GOVERNMENT UNDER THE NORTHWEST ORDINANCE

| Territorial Status | Elected & Appointed Officials | Lawmaking Body |
|---|---|---|
| FIRST STAGE: Population is less than 5000 free adult, white males. | Territorial Governor.<br>Secretary.<br>Three Judges.<br><br>All officials are appointed by the President of the USA.<br><br>Governor enforces laws and manages the government with the assistance of the Secretary. Judges make decisions about meaning and enforcement of laws. | Governor and judges make laws. |
| SECOND STAGE: Population between 5000 and 60,000 free males. | Territorial Governor<br>Secretary<br>Three Judges.<br>Territorial Delegate (non-voting) to the Congress of the USA -- elected by territorial legislature.<br><br>Territorial legislature makes laws.<br>Governor has full veto power (can reject all laws). | Bicameral or two house legislature.<br><br>lower house: voters elect their representatives, one representative for each 500 free males.<br><br>upper house: 5 members appointed by President of USA. |
| THIRD STAGE: Population more than 60,000 free inhabitants. May write a state constitution and ask for statehood. | All state officials elected.<br>2 Senators and at least 1 Representative elected to U. S. Congress.<br>Officials conduct business according to state constitution written by delegates to state constitutional convention. | 2-House legislature set-up according to state constitution. |

The final acts of the third stage of government under the Northwest Ordinance involved petition for statehood by the territory to the Congress of the United States. The Congress was obligated to grant statehood through an enabling act if the petitioner satisfied all conditions for statehood indicated in the Northwest Ordinance. These conditions included a state constitution that provided a "republican form of government" (government by representatives elected by the people). In 1803, Ohio became the first part of the Northwest Territory to achieve statehood. Indiana became a state in 1816, and Illinois entered the Federal Union in 1818. Michigan (1837) and Wisconsin ((1848) were the last two states to be formed from the Northwest Territory. The Northwest Ordinance of 1787 was also the model by which all other territories of the United States moved to statehood. Thus, an ordinance passed in 1787 set the terms by which the thirteen original states grew into a nation of 50 states.

Civil Liberties and Rights in the Articles of Compact

The Northwest Ordinance of 1787 includes Six "Articles of Compact." A compact is an agreement between two parties, which may not be broken without mutual consent of those who made it. The Northwest Ordinance says (Section 14): The following six articles "shall be considered as articles of compact, between the original States and the people and States in the said territory, and forever remain unalterable, unless by common consent...." The Articles of Compact provide civil liberties and rights to the people; government officials may NOT legally take away these rights or liberties.

ARTICLE I: Provides FREEDOM OF RELIGION.

ARTICLE II: Guarantees the privilege of the WRIT OF HABEAS CORPUS. (A writ of habeas corpus requires officials to bring a person whom they have arrested and held in custody before a judge in a court of law. The officials who are holding the prisoner must convince the judge that there are lawful reasons for holding him or her. If the judge finds their reasons for holding the prisoner unlawful, then the court frees the suspect. The writ of habeas corpus is a great protection of individuals against government officials who might want to jail them only because they belong to unpopular groups or criticize the government.)

Several other rights are guaranteed to persons accused of crimes, such as TRIAL BY JURY, PROTECTION AGAINST CRUEL AND UNUSUAL PUNISHMENT and PREVENTION OF EXCESSIVE BAIL as a condition of release from jail while awaiting a trial.

Finally, ARTICLE II says that persons are PROTECTED AGAINST GOVERNMENT ACTS THAT WOULD DEPRIVE THEM OF LIFE, LIBERTY, OR PROPERTY WITHOUT DUE PROCESS (fair and proper legal procedures) and THAT WOULD DEPRIVE THEM OF PROPERTY WITHOUT FAIR COMPENSATION.

ARTICLE III: States the IMPORTANCE OF SCHOOLS AND EDUCATION FOR ALL PEOPLE. This article also states that the Indian people of the Northwest Territory should be treated fairly.

ARTICLE IV: Indicates several responsibilitis of territories and states, which include the obligation of paying a fair share of taxes, of respecting and abiding by the Articles of Confederation (later the Constitution of the United States), and of perpetual membership in the Federal Union.

ARTICLE V: Provides for admission into the Union of not less than three nor more than five states from the Northwest Territory. These states "shall be admitted" into the United States "on an equal footing with the original states, in all respects whatever; and shall be at liberty to form a permanent constitution and State government." Of course, people in the territory seeking statehood had the responsibility of following exactly all provisions of the Northwest Ordinance.

ARTICLE VI: BANS SLAVERY or INVOLUNTARY SERVITUDE (having to work for others against one's will).

Reviewing and Thinking About Facts and Ideas

1. Define the following terms. Give an example that fits each definition. Explain how each term fits into or is related to the Northwest Ordinance of 1787.

a. ordinance b. compact c. civil liberties
d. writ of habeas corpus e. republican form of govenment

2. What are main differences in the first, second, and third stages of government prescribed in the Northwest Ordinance? Identify at least three differences between stage 1 and stage 2? Identify at least three differences between stage 2 and stage 3.

3. What civil liberties and rights of the people are provided by the Northwest Ordinance? Select three of these civil liberties and rights that you think are the most important. Why, in your judgment, are they more important than the other liberties and rights?

4. Look at a copy of the first ten amendments to the Constitution of the United States. These amendments are known as THE BILL OF RIGHTS. Examine Article I, Sections 9 and 10 of the Constitution. Compare the civil liberties and rights provided by the Northwest Ordinance with those provided in the parts of the Constitution indicated above. (a) Which liberties and rights are provided in both documents? (b) Which rights and liberties are provided in the Constitution, but not in the Northwest Ordinance? (c) Which liberties and rights are provided in the Northwest Ordinance, but not in the Constitution of 1787 and of 1791?

5. Many American leaders -- including Presidents Franklin Roosevelt, Theodore Roosevelt, Washington, and Lincoln -- have strongly praised the Northwest Ordinance. Do you agree with their views? Why?

6. Is it important for Americans today to know about the Northwest Ordinance? Write a brief essay in response to this question.

## TEACHING PLAN FOR LESSON 3: WHAT DOES THE NORTHWEST ORDINANCE SAY ABOUT GOVERNANCE?

### Preview of Main Points

The purpose of this lesson is to increase students' knowledge of certain parts of the Northwest Ordinance that pertain to territorial government and achievement of statehood.

### Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade and in high school. Teachers of eighth grade courses will most likely want to use the abridged and edited version of the Northwest Ordinance, which is attached to the lesson, as the source of evidence to use in responding to items 1-15 in the lesson. High school teachers will probably want to use the complete and unedited version of the document which can be found on pages 17-23 of INDIANA'S ROAD TO STATEHOOD.

### Objectives

Students are expected to:

(1) Demonstrate knowledge of processes and plans for government in the Northwest Ordinance by responding correctly to items 1-15 in the lesson.

(2) Support their responses to each item by listing the correct reference to a paragraph or paragraphs in the Northwest Ordinance.

(3) Practice skills in locating, comprehending, and interpreting information in a primary source.

### Suggestions for Teaching the Lesson

#### Opening the Lesson

Inform students of the main points of the lesson.

Make sure that students understand the directions for the lesson. It might be helpful to do item #1, at the beginning of the lesson, together in order to be certain that everyone understands how to complete all items in the lesson and how to use the primary source to carry out the assignment.

#### Developing the Lesson

Have students work individually or in small groups to complete responses to all 15 items of this lesson. If students are assigned to work in small groups (4-5 to a group), encourage them to interact with one another as they complete the items.

Have various students report their answers to the items in the lesson. Require students to support their answers with specific references to the Northwest Ordinance. Ask different students to make judgments about the responses of their peers to the 15 items in this lesson.

## Concluding the Lesson

Ask students to explain what each item in the activity has to do with territorial government and achievement of statehood. Encourage students to raise questions about the meaning of provisions of the Northwest Ordinance that pertain to governance. Identify and discuss basic principles and values about government and citizenship in the USA that are embodied in the Northwest Ordinance and are associated with the main ideas of this lesson. For example, basic principles and values such as majority rule, separation of powers, rule of law, limited government, and constitutionalism are embodied in the Northwest Ordinance. Ask students: what basic principles and values in the American heritage can be found in this document? Ask them to identify basic civic principles and values in our heritaage that are not in this document.

Answers to Items 1-15

1. NO, Paragraphs #4, 8, 10.
2. NO, Paragraph #8.
3. YES, Paragraph #5
4. NO, Paragraph #8
5. NO, Paragraph #10
6. YES, Paragraph #10
7. YES, Paragraph #10
8. YES, Paragraph #10
9. YES, Paragraph #18
10. NO, Paragraph #11
11. NO, Paragraph #11
12. YES, Paragraphs #12 and 18.
13. NO, Paragraphs #3-7.
14. YES, Paragraph #3.
15. YES, Paragraph #10.

LESSONS ON THE NORTHWEST ORDINANCE

LESSON 3: WHAT DOES THE NORTHWEST ORDINANCE SAY ABOUT GOVERNANCE?

Read each of the following statements. Decide whether or not each statement describes a situation that agrees with the words of the Northwest Ordinance. If so, answer YES. If not, answer NO. Circle the correct answer under each statement.

Find the part of the Northwest Ordinance that supports your answer. Identify the paragraph(s) in the document by assigning numbers to them (from #1 at the beginning of the document to #19 at the end of it). Be prepared to explain your responses.

CLUE: Answers to these items can be found in paragraphs #3-#12 of the Northwest Ordinance. See the abridged and edited copy of the document that is attached to this lesson. (Your teacher may ask you to work with a complete and unedited version of the document.)

1. Power to make laws was granted only to the governor during the first two stages of territorial government.

YES NO Number that identifies the paragraph(s): _____

2. All males over twenty-one years of age, who had lived in the territory for at least three years, were eligible to be elected as representatives in the state legislature (General Assembly).

YES NO Number that identifies the paragraph(s): _____

3. The governor had the power and duty to command the state militia (armed forces) and to select all officers below the rank of general.

YES NO Number that identifies the paragraph(s): _____

4. All white adults were eligible to vote in elections of representatives to the territorial government.

YES NO Number that identifies the paragraph(s): _____

5. The term of office for a member of the House of Representatives (the lower house) of the territorial legislature (General Assembly) was five years.

YES NO Number that identifies the paragraph(s): _____

6. In order for a bill (proposed law) to be passed by the territorial legislature, it had to receive a majority vote of the members of the House of Representatives (lower house) and the Legislative Council (upper house).

YES NO Number that identifies the paragraph(s): _____

7. Before a bill passed by the territorial legislature could become a law, the governor had to approve it, and if he vetoed (rejected) it, the legislature could do nothing to overturn the veto.

YES NO Number that identifies the paragraph(s): _____

8. A territory had to include more than 5000 free, adult male inhabitants before it was permitted to elect representatives to a territorial legislature.

YES NO Number that identifies the paragraph(s): _____

9. A territory with more than 60,000 free inhabitants could hold a convention to write a constitution and apply to the U. S. Congress for statehood.

YES NO Number that identifies the paragraph(s): _____

10. The eligible voters in a territory could elect a Representative to the U. S. Congress from the territory.

YES NO Number that identifies the paragraph(s): _____

11. The territorial Representative to the U. S. Congress had the same rights and duties as any other member of the Congress.

YES NO Number that identifies the paragraph(s): _____

12. When a territory was accepted into the Union as a state, it was considered equal in status and rights and responsibilities to all other states.

YES NO Number that identifies the paragraph(s): _____

13. When a territory had less than 5000 inhabitants, it was governed directly by the President of the United States.

YES NO Number that identifies the paragraph(s): _____

14. In a territory with more than 5000 inhabitants, but less than 60,000, the governor was appointed by the U. S. Congress.

YES NO Number that identifies the paragraph(s): _____

15. In a territory with more than 5000 inhabitants, but less than 60,000, the U. S. Congress appointed members of the upper house of the territorial legislature (the Legislative Council).

YES NO Number that identifies the paragraph(s): _____

---

THE NORTHWEST ORDINANCE OF 1787 (Ideas on Governance)

Following are excerpts from the Northwest Ordinance, which indicate how government was to be established and how a territory could achieve statehood. (Numbers are used to designate the order of paragraphs in the document, from #3 to #18; paragraphs #1 and 2 are omitted, as are several paragraphs in the middle of the document.)

---

3. ...there shall be appointed, from time to time, by Congress, a governor, whose commission shall continue in force for the term of three years.... There shall be appointed...by congress, a secretary, whose commission shall continue in force for four years.... It shall be his duty to keep and preserve the acts and laws...and the public records of the district.... There shall also be appointed a court, to consist of three judges...and their commissions shall continue in force during good behavior.

4. The governor and judges, or a majority of them, shall adopt and publish in the district such laws...as may be necessary...which laws shall be in force in the district until the organization of the general assembly therein, unless disapproved of by Congress; but afterwards the legislature shall have authority to alter them as they shall think fit.

5. The governor...shall be commander-in-chief of the militia, appoint and commission all officers in the same below the rank of general officers; all general officers shall be appointed and commissioned by Congress.....

8. As soon as there shall be five thousand free male inhabitants, of full age, in the district...they shall receive authority...to elect representatives from their counties or townships, to represent them in the general assembly.... Provided, That no person be eligible or qualified to act as a representative, unless he shall have been a citizen of one of the United States three years, and be a resident in the district...and...shall hold in his own right...two hundred acres of land within the same: Provided also, That a freehold in fifty acres of land in the district, having been a citizen of one of the States, and being resident in the district...shall be necessary to qualify a man as an elector of a representative.

9. The representatives thus elected shall serve for the term of two years....

10. The general assembly, or legislature, shall consist of the governor, legislative council, and a house of representatives. The legislative council shall consist of five members, to continue in office five years.... [Members of the House of Representatives nominated ten candidates for the legislative council, and the United

States Congress picked five of them to serve on the legislative council.] And the governor, legislative council, and house of representatives shall have authority to make laws in all cases for the good government of the district, not repugnant [opposed] to the principles and articles in this ordinance.... And all bills, having passed by a majority in the house, and by a majority in the council, shall be referred to the governor for his assent; but no bill, or legislative act whatever, shall be of any force without his assent....

11. ...As soon as a legislature shall be formed in the district, the council and house assembled...shall have authority...to elect a delegate to Congress, who shall have a seat in Congress, with a right of debating, but not of voting, during this temporary government.

18. There shall be formed in the said territory not less than three or more than five states.... And whenever any of the said States shall have sixty thousand free inhabitants therein, such States shall be admitted...into...the United States, on an equal footing with the original States, in all respects whatever; and shall be at liberty to form a permanent constitution and State government: Provided the constitution and government, so to be formed, shall be republican [government by elected representatives of the people], and in conformity to the principles contained in these articles....

LESSONS ON THE NORTHWEST ORDINANCE

TEACHING PLAN FOR LESSON 4: WHAT DOES THE NORTHWEST ORDINANCE SAY ABOUT CIVIL LIBERTIES AND RIGHTS?

Preview of Main Points

The purpose of this lesson is to increase students' knowledge of certain parts of the Northwest Ordinance that pertain to civil liberties and rights.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade and in high school. Teachers of eighth grade courses will most likely want to use the abridged and edited version of the Northwest Ordinance, which is attached to the lesson, as the source of evidence to use in responding to items 1-10 in the lesson. High school teachers will probably want to use the complete and unedited version of the document which can be found on pages 17-23 of INDIANA'S ROAD TO STATEHOOD.

Objectives

Students are expected to:

(1) Demonstrate knowledge of civil liberties and rights in the Northwest Ordinance by responding correctly to items 1-10 in the lesson.

(2) Support their responses to each item by listing the correct reference to an Article in the Articles of Compact of the Northwest Ordinance.

(3) Practice skills in locating, comprehending, and interpreting information in a primary source.

Suggestions for Teaching the Lesson

Opening the Lesson

Inform students of the main points of the lesson.

Make sure that students understand the directions for the lesson. It might be helpful to do item #1, at the beginning of the lesson, together in order to be certain that everyone understands how to complete all items in the lesson and how to use the primary source to carry out the assignment.

Developing the Lesson

Have students work individually or in small groups to complete responses to all 10 items of this lesson. If students are assigned to work in small groups (4-5 to a group), encourage them to interact with one another as they complete the items.

Have various students report their answers to the items in the lesson. Require students to support their answers with specific references to the Northwest Ordinance. Ask different students to make judgments about the responses of their peers to the 10 items in this lesson.

## Concluding the Lesson

Ask students to explain what each item in the activity has to do with civil liberties and rights. By doing this, students have an opportunity to increase their understanding of civil liberties and rights in the American heritage. Identify and discuss basic principles and values, about civil liberties and rights, which are embodied in the Northwest Ordinance. Ask students to identify basic civil liberties and rights in the American heritage that can be found in the Northwest Ordinance. Ask them to identify basic civil liberties and rights in the American heritage that are not found in the Northwest Ordinance.

Answers to Items 1-10

1. YES, Article VI
2. NO, Article I
3. NO, Article VI
4. YES, Article V
5. Yes, Article III
6. NO, Article II
7. YES, Article II
8. NO, Article V
9. NO, Article II
10. YES, Article II

LESSONS ON THE NORTHWEST ORDINANCE

LESSON 4: WHAT DOES THE NORTHWEST ORDINANCE SAY ABOUT CIVIL LIBERTIES AND RIGHTS?

Read each of the following statements. Decide whether or not each statement describes a situation that agrees with the words of the Northwest Ordinance. If so, answer YES. If not, answer NO. Circle the correct answer under each statement.

Find the part of the Northwest Ordinance that supports your answer. CLUE: Answers to these items can be found in the Articles of Compact in the latter part of the Northwest Ordinance. Identify the number of the Article (I-VI) that supports your answer to each item. Refer to the abridged and edited version of the Northwest Ordinance that is attached to this lesson. (Your teacher may ask you to work with a complete and unedited version of the document.)

1. Involuntary servitude was not permitted

YES NO Number of Article: _____

2. Only people with Christian religious beliefs had full rights of citizenship.

YES NO Number of Article: _____

3. Persons held as slaves in another territory or state, who escaped to the Northwest Territory, were considered free and could not be returned to their owners.

YES NO Number of Article: _____

4. In order to be admitted into the Union, a territorial government had to draft a state constitution that agreed with every part of the Articles of Compact of the Northwest Ordinance.

YES NO Number of Article: _____

5. Schools and other means of education were to be encouraged by territorial and state governments.

YES NO Number of Article: _____

6. Inhabitants were denied the privilege of the writ of habeas corpus.

YES NO Number of Article: _____

7. Property rights were protected by law.

YES NO Number of Article: _____

8. Inhabitants of a territory could draft a constitution that provided any type of government; as long as it was approved by the majority of the eligible voters of the territory, it would be acceptable to the U. S. Congress.

YES NO Number of Article: _____

9. Only property owners had the right of trial by jury if accused of a crime.

YES NO Number of Article: _____

10. The government had no right to interfere with private contracts made lawfully and without fraud.

YES NO Number of Article: _____

---

THE NORTHWEST ORDINANCE OF 1787 (Articles of Compact)

Following are excerpts from the "Articles of Compact" in the Northwest Ordinance. These six "Articles" proclaimed basic civil liberties and rights for the people living on the frontier and outside of the original thirteen states of the United States.

---

ARTICLE I. No person, demeaning [conducting] himself in a peaceable and orderly manner, shall ever be molested on account of his mode of worship or religious sentiments [beliefs]....

ARTICLE II. The inhabitants of the said territory shall always be entitled to the benefits of the writs of habeas corpus and of Trial by Jury. All fines shall be moderate; and no cruel or unusual punishment shall be inflicted. No man shall be deprived of his liberty or his property, but by the judgment of his peers, or the law of the land, and should the public...[need] make it necessary, for the common...[good], to take any person's property, or to demand his particular services, full compensation shall be made for the same.... And, in the just preservation of rights and property...no law ought ever to be made or have force in the said territory, that shall...interfere with or affect private contracts....

ARTICLE III. Religion, Morality, and Knowledge being necessary to good government, and the happiness of mankind, schools and the means of education shall be forever encouraged. The utmost good faith shall always be observed towards the Indians...their lands and property shall never be taken from them without their consent....

ARTICLE IV. The said territory, and the States which may be formed therein, shall forever remain a part of this confederacy of the United States of America, subject to the articles of Confereration, and to such alterations therein as shall be constitutionally made....

ARTICLE V. There shall be formed in the said territory not less than three or more than five States.... And whenever any of the said States shall have sixty thousand free inhabitants therein, such States shall be admitted...into...the United States, on an equal footing with the original States, in all respects whatever; and shall be at liberty to form a permanent constitution and State government: Provided The constitution and government, so to be formed, shall be republican [government by elected representatives of the people], and in conformity to the principles contained in these articles....

ARTICLE VI. There shall be neither slavery nor involuntary servitude in the said territory.... Any person escaping into the same [Northwest Territory], from whom labor or service is lawfully claimed in any one of the original States, such fugitive [slave or involuntary servant] may be lawfully reclaimed, and conveyed to the person claiming his or her labor or service as aforesaid....

LESSONS ON THE NORTHWEST ORDINANCE

TEACHING PLAN FOR LESSON 5: THE NORTHWEST ORDINANCE AND INDIANA'S ADVANCEMENT TO STATEHOOD

## Preview of Main Points

This lesson is based on a collection of documents or primary sources that provide evidence of Indiana's progress from the status of a territory of the United States to a state within the Federal Union, on equal terms with the other states. Excerpts from documents, preceded by brief commentaries that set a context for examination of the primary sources, are the substance of this lesson. These materials show the main steps on Indiana's road to statehood, which indicate the fundamental importance of the Northwest Ordinance as a frame within which advancement to statehood occurred.

## Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school. Teachers of eighth grade students might expect students to work only with evidence in the main body of this lesson and to write rather brief essays in response to items 3 and 4 at the end of the lesson. By contrast, high school history teachers might want to have their students explore documents in this lesson in more detail by referring them to the complete and unedited versions of these documents, which can be found on pages 24-95 of INDIANA'S ROAD TO STATEHOOD, a publication of the Indiana Historical Bureau. Examination of the complete versions of the primary sources might be viewed as the foundation for fuller and longer essays in response to items 3 and 4 at the end of this lesson.

## Objectives

Students are expected to:

(1) Comprehend and interpret main ideas in primary sources about Indiana's advancement to statehood.

(2) Use evidence in primary sources to support or reject statements about Indiana's advancement to statehood.

(3) Use evidence in primary sources to write, and defend in discussion, an essay about the relationship of the Northwest Ordinance to Indiana's advancement to statehood.

(4) Use evidence in primary sources to write, and defend in discussion, an essay about the strengths and weaknesses of the Northwest Ordinance as a means for national development in the United States.

(5) Discuss the uses and limitations of evidence in primary sources in the writing of descriptive, interpretative, and evaluative commentaries of events in history.

Suggestions for Teaching the Lesson

Opening the Lesson

Inform students of the purposes of this lesson. Emphasize that they will be expected to use evidence in documents or primary sources to make conclusions and judgments about events in the history of Indiana. If necessary, review the meaning of the terms document and primary source and discuss the uses of evidence in primary sources in the writing of history.

Have students read the introduction to the lesson and the excerpt from the first document about the "Act Creating Indiana Territory in 1800. (High school teachers might want to have their students use the complete version of this document which can be found on pages 24-26 of INDIANA'S ROAD TO STATEHOOD.)

Ask students to identify the main idea of the document. Then ask what this document shows about the relationship of the Northwest Ordinance to events in the advancement of Indiana territory to statehood.

Developing the Lesson

Ask students to read all the documents in this lesson and the commentaries preceding the documents. Tell students to examine and interpret each document in the same way that the first document was analyzed in the opening phase of this lesson. High school teachers may want to have their students use the complete versions of these documents, which can be found in INDIANA'S ROAD TO STATEHOOD.

Assign the task of completing items 1 and 2 on the last page of the lesson. Conduct a classroom discussion of items 1 and 2. Emphasize relationships between answers to these items and evidence in the documents. Require students to back up responses by referring to evidence in the documents. Use this discussion to help students to understand the uses of evidence in primary sources to make statements about what did or did not happen in the past. In addition, you might want to discuss the limitations of primary sources, which usually provide a rather incomplete picture of past events. These limitations necessitate interpretation and judgment -- sometimes large "inferential leaps" -- on the part of the investigator of events in history. The limitations associated with the use of documents may be sources of varying interpretations and judgments of investigators of events in history.

Concluding the Lesson

Have students complete items 3 and 4 at the end of the lesson, which require them to use evidence in documents to write brief essays. Select two or three students to read their essays to the class and assign students to be formal respondents to the papers. Then encourage full classroom discussion of the ideas offered

by the paper presenters and the panel or panels of respondents.

Conclude the lesson by discussing the uses and limitations of evidence in these primary sources in describing, interpreting, and judging events in history. In particular, ask students to reflect upon differences in their use of evidence to respond to items 3 and 4. Point out that items 3 and 4 involve comprehension and intepretation of ideas and facts in documents. Item 4, in addition, requires students to go beyond the evidence to make evaluations or judgments about the events described in the documents.

LESSONS ON THE NORTHWEST ORDINANCE

## LESSON 5: THE NORTHWEST ORDINANCE AND INDIANA'S ADVANCEMENT TO STATEHOOD

Indiana was one of five states created from the Northwest Territory. This was achieved in 1816. The other four states were Ohio (1803), Illinois (1818), Michigan (1837), and Wisconsin (1848). Following are descriptions of main events in the progress of Indiana from a territory to a state in the Federal Union. These events, of course, were in accord with the Northwest Ordinance of 1787, which was the legal foundation for Indiana's advancement to statehood.

### 1. Act Creating Indiana Territory, 1800

The federal government passed a law in 1800 to divide the Northwest Territory into two parts. One part, consisted mostly of land that would become the state of Ohio. The other part was Indiana Territory, and it included all of the present state of Indiana, all of the land that would become Illinois and Wisconsin, a large part of the future state of Michigan, and a small part of Minnesota. John Adams, second President of the United States, appointed William Henry Harrison of Virginia to be the first governor of the new and huge Indiana Territory. Following is an excerpt from the federal law creating the Indiana Territory (May 7, 1800).

---

> An Act to divide the territory of the United States north-west of the Ohio, into two separate governments.
>
> Be it enacted...that...part of the territory of the United States north-west of the Ohio river...shall, for the purposes of temporary government, constitute a separate territory, and be called the Indiana Territory.
>
> And be it further enacted, That there shall be established with the said territory a government in all respects similar to that provided by the ordinance of Congress passed on the thirteenth day of July one thousand seven hundred and eighty-seven, for the government of the territory of the United States north-west of the river Ohio; and the inhabitants thereof shall be entitled to, and enjoy all...the rights, privileges and advantages granted and secured to the people by the said ordinance....

---

2. Harrison Land Act, 1800

Governor Harrison was concerned that settlers have a fair opportunity to buy land in the Indiana Territory. However, most settlers could not afford to pay for 640 acres, which was the smallest portion one could buy under the land law. Harrison influenced the federal government to pass the Land Act of 1800, which reduced the area of land a person was required to buy from 640 acres to 320 acres (called a half section). The price was set at $2 an acre. Finally, to make it even easier to acquire land, a person could buy on credit at 6% interest. After making a small down payment, a settler could agree to pay off the debt within four years.

Harrison's Land Act made it easier for pioneers to come to the Indiana Territory and settle on their own land. In 1804, another Land Act reduced the minimum amount to 160 acres. Following is excerpt from the Harrison Land Act (May 10, 1800).

---

> ...the lands...shall be offered for sale in sections and half sections....
>
> One-fourth part of the purchase money shall be paid within forty days after the day of sale... and other fourth part shall be paid within two years; another fourth part within three years; and another fourth part within four years after the day of sale.
>
> Interest, at the rate of six per cent a year, from the day of sale, shall be charged upon each of the three last payments....

---

3. Indiana Moves to the Second Stage of Territorial Government, 1804

The Northwest Ordinance of 1787 included three steps for moving from status as a territory to statehood. In the first stage, the territory was governed directly by the federal government through officials appointed by the President of the United States. Laws for the territory were made and enforced by the territorial governor and three judges.

Indiana was ready for the second stage of territorial government in 1804. Acoording to the Northwest Ordinance, a territory had to have more than 5000 white male adult inhabitants in order to be ready for the second stage of government. Indiana territory met this requirement; so the voters could elect members to a territorial House of Representatives, which could participate in making laws for the people they represented.

Governor Harrison called for an election in 1804. Eligible voters were adult white males, who owned at least fifty acres of land. Following is an excerpt from the Executive Journal that reports Governor Harrison's Proclamation that Indiana Territory had passed to the second stage of government (December 5, 1804).

---

> ...the governor Issued a proclamation in which he makes known and declares the said Indiana Territory is and from henceforth shall be deemed to have passed into the second or representative grade of Government and that the Good people of the Territory...are entitled to all the rights and privileges belonging to that situation....
>
> ...an Election shall be held in each of the several Counties in the Territory...for the purpose of choosing the members of the House of Representatives.... and that the said representatives Elected...should meet at the Town of Vincennes on the first day of February next for the purpose of choosing members of the Legislative Council...

---

4. Acts Dividing Indiana Territory, 1805 and 1809

In 1805 the federal government passed a law that divided Indiana Territory into two parts. The area that would comprise most of the state of Michigan was separated from Indiana and called the Michigan Territory. Since 1803, Ohio had been a state of the Federal Union. The remainder of the area, which in 1787 was called the Northwest Territory, was part of Indiana Territory in 1805. This area included all of the land that would become the states of Indiana, Illinois, Wisconsin, and parts of Michigan and Minnesota.

In 1809, the federal government passed a law to create the Illinois Territory. This law reduced the Indiana Territory mostly to the area that would become the state of Indiana in 1816, plus a small area that would later be part of Michigan. Following is an excerpt from the Act Dividing The Indiana Territory (February 3, 1809).

---

> Be it enacted That...all that part of the Indiana Territory which lies west of the Wabash river, and a direct line drawn from the said Wabash river and Post Vincennes, due north to the territorial line between the United States and Canada, shall, for the purpose of temporary government, constitute a separate Territory, and be called Illinois....

---

5. Expansion of the Right to Vote, 1811

The Northwest Ordinance of 1787 limited the right to vote to free white males of twenty-one years or more, who lived in the district, and who owned at least fifty acres of land in the district. The right to vote (suffrage) was extended to more people by federal laws made from 1808-1811. As of 1811, the right to vote in the Indiana Territory was given to any free white adult male who paid a small county or territorial tax. The voters were allowed to elect the territorial delegate to Congress and members of the territorial Legislative Council (upper house), who had been appointed by the President of the USA, as required by the Northwest Ordinance of 1787. Following is an excerpt from the Suffrage Act (March 3, 1811).

---

> Be it enacted...That each and every free white male person, who shall have paid a county or Territorial tax, and who shall have resided one year in said Territory, previous to any general election, and be at the time of any such election a resident of said Territory, shall be entitled to vote for members of the Legislative Council and House of Representatives of the Territorial Legislature, and for a Delegate to the Congress of the United States for said Territory....

---

6. Memorial for Statehood, 1815

Indiana Territory had a population of 60,000 in 1815, as indicated by an official census. According to the Northwest Ordinance of 1787, the territorial government had the right to petition for statehood whenever the territory had more than 60,000 inhabitants. Following is an excerpt from the Memorial for Statehood (December 11, 1815).

---

> ...we...pray the Honorable Senate and House of Representatives, in congress assembled, to order an election, to be conducted agreeably to the existing laws of this Territory, to be held in the several counties of this Territory...for representatives to meet in convention.... the convention thus assembled, shall have the power to form a constitution and frame of Government....
>
> ...we...express to the General government, our attachment to the fundamental principles of Legislation, prescribed by congress in [the Northwest Ordinance] particularly as respects personal freedom and involuntary servitude, and hope that they may be continued as the basis of our constitution.

---

7. The Enabling Act, 1816

Committees in both Houses of Congress studied the Indiana petition for statehood. An Enabling Act, to permit Indiana to hold a convention to write a state constitution, was passed by the House of Representatives and the Senate. President James Madison signed it on April 19, 1816. Following is an excerpt from the Enabling Act.

---

> ...the inhabitants of the territory of Indiana... are hereby authorized to form for themselves a constitution and state government...and the said state, when formed, shall be admitted into the union upon the same footing with the original states, in all respects whatever....
>
> ...all male citizens of the United States, who shall have arrived at the age of twenthy one years, and resided within the said territory, at least one year previous to the day of election, and shall have paid a county or territorial tax...are hereby authorized to choose representatives to form a convention....
>
> ...the convention shall be...authorized to form a constitution and state government.... That the same, whenever formed, shall be republican, and not repugnant to [the Northwest Ordinance of 1787]....

---

8. Indiana's First Constitution and Resolution of Admission, 1816

An Indiana Constitutional Convention met at Corydon on June 10, 1816. There were 43 delegates. They finished their work by signing the Indiana Constitution on June 29, 1816. The Congress and President of the United States approved this work. On December 11, 1816, President James Madison approved the resolution of Congress to admit Indiana to the Federal Union. Indiana became the 19th state. Following is an excerpt from the Resolution of Admission.

---

> ...the people of [Indiana] Territory did...by a convention called for that purpose, form for themselves a constitution and State government, which constitution and State government, so formed, is republican, and in conformity with the principles of the articles of compact [of the Northwest Ordinance]....
>
> Resolved by the...Congress..., That the State of Indiana shall be one...of the United States of America, and admitted into the Union on an equal footing with the original States, in all respects whatever.

---

Use evidence from the documents in this lesson to respond to the activities and questions that follow.

1. What is the main idea of each of the documents listed below?

a. Harrison Land Act
b. Suffrage Act
c. Memorial for Statehood
d. Enabling Act
e. Resolution of Admission

2. Which of the following statements can be supported with evidence from the documents (primary sources) in this lesson? Be prepared to back up your responses by referring to evidence in preceding documents and commentaries about the documents.

a. Indiana Territory moved directly from the first stage of territorial government to statehood.

b. The Harrison Land Act made it more difficult for the Indiana Territory to achieve statehood.

c. The federal government passed laws about suffrage in Indiana Territory that expanded the right to vote provided by the Northwest Ordinance of 1787.

d. Indiana Territory in 1805 was about the same size as the state of Indiana today.

e. Inhabitants of Indiana were supposed to enjoy civil liberties and rights provided by the Northwest Ordinance of 1787.

3. Write a brief essay in response to the following question. To what extent did Indiana's progress to statehood follow the rules set forth in the Northwest Ordinance? (Identify and discuss examples of conformity to the Northwest Ordinance and examples of deviation from it. Make judgments about whether or not deviations from the Northwest Ordinance were beneficial or harmful to the people of Indiana.)

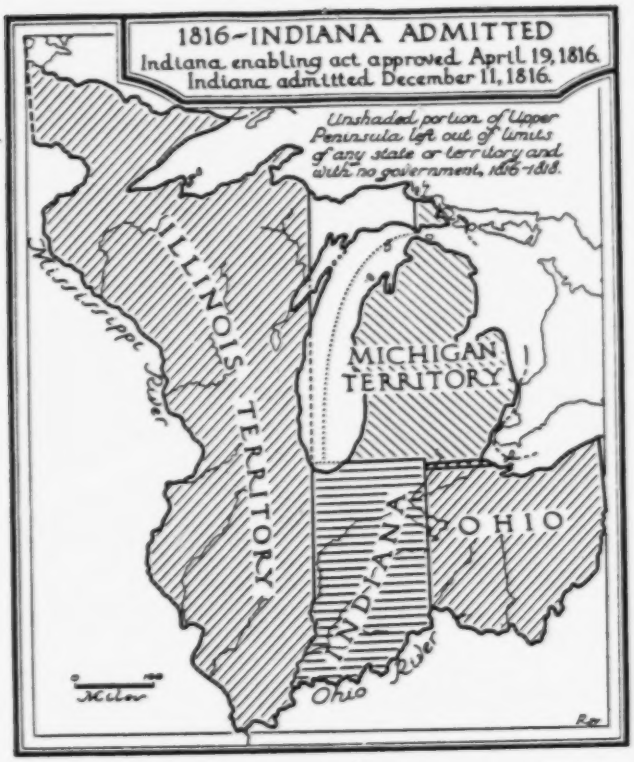
4. Write a brief essay in response to this question. Does Indiana's progress to statehood show the value of the Northwest Ordinance in development of the United States? (Discuss strengths and weaknesses of the Northwest Ordinance as a means of government and of protecting the civil rights and liberties of the people.)

1800 - INDIANA TERRITORY
First division of "territory of the United States northwest of the Ohio." Act approved May 7, effective July 4, 1800.
Lake of the Woods
Mississippi River
INDIANA TERRITORY
NORTHWEST TERRITORY
Ft. Recovery
Ohio River
Kentucky
Miles

1803 - OHIO ADMITTED
Enabling act approved April 30, 1802
Mississippi
INDIANA TERRITORY
OHIO
Claimed by Ohio Constitution which was approved February 19, 1803 without mention of change in boundary.
Ohio R.
Miles

1805 - MICHIGAN TERRITORY
Act approved January 11, effective June 30, 1805
Mississippi River
INDIANA TERRITORY
MICHIGAN TERRITORY
OHIO
Ohio River
Miles

1809 - ILLINOIS TERRITORY
By act approved February 3, effective March 1, 1809.
Mississippi River
ILLINOIS TERRITORY
MICHIGAN TERRITORY
INDIANA TERRITORY
OHIO
Ohio River
Miles


1816-INDIANA ADMITTED
Indiana enabling act approved April 19, 1816.
Indiana admitted December 11, 1816.
Unshaded portion of Upper Peninsula left out of limits of any state or territory and with no government, 1816-1818.
ILLINOIS TERRITORY
MICHIGAN TERRITORY
INDIANA
OHIO
Mississippi River
Ohio River
Miles

1818-ILLINOIS ADMITTED
Illinois enabling act, approved April 18, 1818, extended Michigan territory and included all of Upper Peninsula. Illinois admitted December 3, 1818
MICHIGAN TERRITORY
ILLINOIS
INDIANA
OHIO
Mississippi River
Ohio River
Miles

1836-1837
-WISCONSIN TERRITORY-
-MICHIGAN ADMITTED-
White Earth River
WISCONSIN TERRITORY
MICHIGAN
Missouri River
ILLINOIS
INDIANA
OHIO
Ohio River
Miles
Wisconsin territory act approved April 20, effective July 3, 1836.-Act to fix northern boundary of Ohio and provide for admission of Michigan approved June 15, 1836 --Supplementary enabling act approved June 23, 1836-Michigan admitted January 26, 1837---

## TEACHING PLAN FOR LESSON 6: TIMETABLE OF MAIN EVENTS

### Preview of Main Points

This lesson is a "timetable of events" associated with the making of the Northwest Ordinance and its influence on achievement of statehood in Indiana. The chronology begins with the Continental Congress' "Resolution on Public Lands" of October 10, 1780. It ends with President Madison's approval of a Congressional resolution admitting Indiana to the Federal Union as the 19th state.

### Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school.

### Objectives

Students are expected to:

(1) Demonstrate ability to use a timetable of events to locate facts.

(2) Use a timetable to answer questions about the chronology of main events associated with the Northwest Ordinance.

(3) Arrange major events in chronological order.

(4) Match main events with the dates of those events.

(5) Interpret facts presented in a timetable in order to construct explanations about the relationships of events associated with the making of the Northwest Ordinance.

### Suggestions for Teaching the Lesson

#### Opening the Lesson

This lesson might be used as an overview to a textbook section on the Northwest Ordinance, which will be included in the textbook Chapter on the Constitutional Convention. If so, ask students to read the events in the timetable and to raise questions about the making of the Northwest Ordinance, its relationship to events in the making of the Constitution, and its influence on national development in the United States. Questions raised in this classroom discussion might be answered by the textbook chapter, which would be read after discussing this timetable.

This lesson might be used as a review of material covered in a textbook chapter about the Northwest Ordinance and the making of the Constitution of the United States. If so, ask students to read the events in the timetable and to use the listing as an aid to summarizing and reviewing material covered in the textbook chapter.

## Developing the Lesson

Have students use the timetable to complete Activities 1 and 2 at the end of the lesson. The activities are (1) Arranging Facts in Chronological Order and (2) Matching Activity.

Discuss correct answers with students. See the answers at the end of the lesson plan.

## Concluding the Lesson

Have students complete the activity at the very end of the lesson. It is titled, "Interpreting Facts in a Timetable."

Discuss items in the final activity with students. This activity involves interpretive and speculative responses. There may be reasonabale differences in the answers of students. Probe for reasons in support of responses.

Answers to Activities 1 and 2

1. Events below are listed in chronological order.

Signing of the Treaty of Paris
Virginia Act of Cession
Meeting of the Annapolis Convention
Passage of the Northwest Ordinance
Conclusion of the Constitutional Convention in Philadelphia
Ratification of the Constitution of the United States
Bill of Rights Added to the United States Constitution
Establishment of the Indiana Territory
Conclusion of the Constitutional Convention at Corydon
Indiana Became the 19th state of the United States

2. Answers to Matching Activity (Roman numerals that belong in the spaces in List B.

(1) VI
(2) VIII
(3) VII
(4) III
(5) I
(6) IV
(7) II
(8) V
(9) X
(10) IX

LESSONS ON THE NORTHWEST ORDINANCE

LESSON 6: TIMETABLE OF MAIN EVENTS

Main events associated with the Northwest Ordinance appear below in chronological order. This list includes three parts: (1) events preceding enactment of the Northwest Ordinance, (2) events of 1787 (when the Northwest Ordinance was passed) until 1791, and (3) events from 1800 to 1816 that led to statehood of Indiana.

I. EVENTS PRECEDING THE NORTHWEST ORDINANCE

A. October 10, 1780. The Continental Congress passed a "Resolution on Public Lands" saying that land ceded to the United States by particular states would be settled and formed eventually into separate states.

B. March 1, 1781. All 13 states of the United States of America ratified [approved] the ARTICLES OF CONFEDERATION, the first constitution [plan for government] of the new country.

C. September 3, 1783. The United States and Great Britain signed the TREATY OF PARIS, officially ending the War of Independence. The British government recognized the sovereignty [independence] of the United States, and the Treaty established the boundaries of the new nation.

D. December 20, 1783. The legislature of Virginia passed the VIRGINIA ACT OF CESSION, which yielded the state's claims to lands in the western part of the country to the United States. The Virginia Act of Cession was delivered to and accepted by Congress on March 1, 1784.

E. April 23, 1784. Congress approved the TERRITORIAL ORDINANCE OF 1784, written by Thomas Jefferson, to serve as a plan for temporary government of the western territories. Although it was never put into effect, this plan influenced the content of the Northwest Ordinance of 1787.

F. May 20, 1785. Congress passed the LAND ORDINANCE OF 1785, which was a plan for dividing and selling land in the western territories.

G. September 11-14, 1786. The ANNAPOLIS CONVENTION was held. Delegates from five states -- New York, New Jersey, Delaware, Pennsylvania, and Virginia -- attended this meeting in Annapolis, Maryland. The convention issued a report that called upon the thirteen states to send representatives to a new convention to be held in Philadelphia in May, 1787 for the purpose of revising the Articles of Confederation.

II. EVENTS OF 1787-1791

A. February 21, 1787. Congress approved a convention in Philadelphia to revise the Articles of Confederation.

B. May 25, 1787. A quorum of delegates from seven states arrived in Philadelphia to start the meeting known as THE CONSTITUTIONAL CONVENTION.

C. July 13, 1787. While the Constitutional Convention met in Philadelphia, the Congress of the Confederation enacted the NORTHWEST ORDINANCE, which was a plan for governing the territory north and west of the Ohio River. Freedom of religion, right to trial by jury, and public education were asserted as rights of the people. Slavery was banned.

D. September 17, 1787. Each of the twelve state delegations voted to approve the final copy of the Constitution, which had been written by participants in the Constitutional Convention at Philadelphia. The Convention was adjourned.

E. September 20, 1787. Congress received the proposed Constitution from the Philadelphia Convention.

F. September 28, 1787. Congress voted to send the Constitution to the legislature of each state. Congress asked each state to hold a special convention, which would either ratify [approve] or reject the Constitution.

G. June 21, 1788. New Hampshire was the ninth state to ratify the Constitution. According to Article VII, nine states had to ratify the Constitution to make it the law of the land.

H. September 13, 1788. Congress set dates for the elections of a President and members of the House of Representatives and Senate to be carried out according to the new Constitution.

I. April 1, 1789. The House of Representatives met for the first time.

J. April 6, 1789. The Senate met for the first time.

K. April 30, 1789. Geogrge Washington was inaugurated as first President of the United States under the new Constitution.

L. September 25, 1789. Congress approved twelve proposed amendments to the Constitution, which would provide certain civil liberties and rights to the people.

M. December 15, 1791. Virginia was the 11th state to ratify ten of the constitutional amendments proposed by Congress. Three-fourths of the states had now approved them, as required by Article V of the Constitution. These ten Amendments are known as the Bill of Rights.

III. EVENTS OF 1800-1816

A. May 7, 1800. A law was enacted by the federal government that established the Indiana Territory.

B. December 5, 1804. Governor Harrison proclaimed that the Indiana territory had advanced to the "second or representative grade of Government" under provisions of the Northwest Ordinance.

C. December 11, 1815. A petition for statehood was approved by the Indiana legislature and sent to the Congress of the United States. The petition claimed that Indiana Territory had met conditions required for statehood established by the Northwest Ordinance.

D. April 19, 1816. The federal government passed an Enabling Act that provided for election of delegates to a convention to write a Constitution for state government in Indiana.

E. June 10, 1816. Delegates assembled at Corydon to write a constitution for state government in Indiana.

F. June 29, 1816. Delegates to the Indiana Constitutional Convention signed the new Constitution.

G. December 11, 1816. James Madison, President of the United States, approved a resolution by Congress admitting Indiana to the Federal Union as the nineteenth state.

USING FACTS IN THE TIMETABLE

1. Arranging Facts in Chronological Order. The items in the list below are NOT in chronological order. Rearrange these items in chronological order (the order in which they happened). Write your list of items correctly, in chronological order, on a separate piece of paper.

Scrambled List of Ten Events

a. Ratification of the Constitution of the United States
b. Signing of the Treaty of Paris
c. Establishment of the Indiana Territory
d. Virginia Act of Cession
e. Passage of the Northwest Ordinance
f. Indiana Became the 19th state of the United States
g. The Bill of Rights was added to the United States Constitution
h. Meeting of the Annapolis Convention
i. Conclusion of the Constitutional Convention in Philadelphia
j. Conclusion of the Constitutional Convention in Corydon.

2. Matching Activity. Match the dates in LIST A with the correct events in LIST B. Write the numeral corresponding to each date in LIST A in the correct space next to an event in LIST B.

| LIST A | | LIST B | |
|---|---|---|---|
| I | September 3, 1783 | ____(1) | The Annapolis Convention |
| II | May 7, 1800 | ____(2) | Ratification of the U.S. Constitution. |
| III | December 15, 1791 | ____(3) | Passage of the Northwest Ordinance |
| IV | December 11, 1816 | ____(4) | Ratification of the Federal Bill of Rights |
| V | September 17, 1787 | ____(5) | Signing of Treaty of Paris |
| VI | September 11, 1786 | ____(6) | Indiana Achieved Statehood |
| VII | July 13, 1787 | ____(7) | Indiana Territory Established |
| VIII | June 21, 1788 | ____(8) | Conclusion of the Convention that Wrote the Constitution of the United States. |
| IX | June 29, 1816 | ____(9) | Virginia Act of Cession |
| X | December 20, 1783 | ____(10) | Conclusion of the Convention that Produced Indiana's First Constitution |

3. Interpreting Facts in a Timetable. Refer to facts in the Timetable to respond to the items below.

a. Identify three events that had a large influence on the content of the Northwest Ordinance.

b. Identify three events that indicate how the Northwest Ordinance affected the achievement of statehood in Indiana.

c. Which five events in the Timetable are the most important or significant events in the early history of the United States? List these events in chronological order. Explain your choices.